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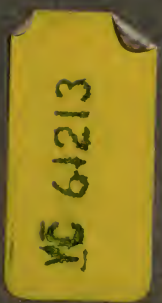

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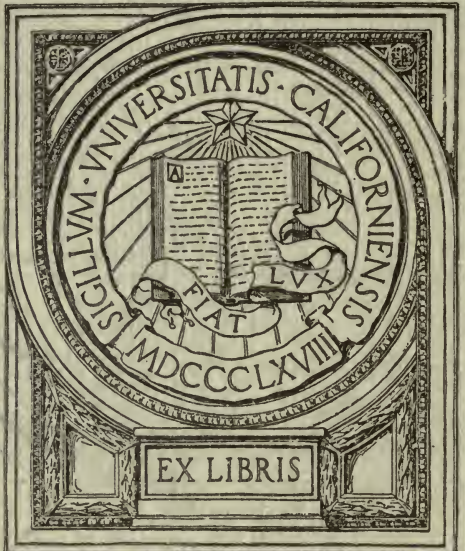

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UNIVERSITY EXTENSION

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This bulletin, prepared by Professor I. W. Howerth at the request of the City Club, is printed as a report from the committee of the Club on adult education, of which committee Professor Howerth is chairman. Other members of the committee are: Mr. Victor H. Henderson, Mr. C. L. Biedenbach, Dr. Jessica B. Peixotto and Mr. F. H. Bird. It is expected that this report will soon be followed by another on the general subject of the schools of Berkeley as possible social centers.

FRANK V. CORNISH, Secretary.

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I.
INTRODUCTION

At a meeting of the City Club at the Shattuck Hotel, on the evening of January 21st, three addresses were delivered by representatives of the University of California. Thomas Forsythe Hunt, Dean of the College of Agriculture, spoke on the subject of agricultural education; Mr. Farnham P. Griffiths, Secretary to the President, on student government; and Ira Woods Howerth, Professor of Education and Director of University Extension, on the subject of university extension, setting forth its value as a means of university service, and a plan of university extension to be followed by the University of California, if a sufficient appropriation is made by the Legislature. The following resolution was adopted: **"Resolved, that the City Club of Berkeley endorse the university extension plan proposed by Professor Howerth, and that the Legislature be urged to appropriate not less than $50,000 for university extension for the next biennium."** The chairman was instructed to appoint a committee to urge upon the Legislature the necessity of such appropriation. This committee consists of the following members: Frank V. Cornish, Elmer E. Nichols, B. D. Marx Greene, Beverly L. Hodghead, F. W. Searby, S. N. Wyckoff and Hervey Hicks.

RESOLUTION PASSED BY STATE FEDERATION OF LABOR
At San Diego, October 9, 1912.

" * * * * Whereas, A State-supported university can make returns to the people who pay its bills in two ways, namely:

First—By creating in all the people a realization of their educational need and to provide the facilities for satisfying that need—University extension.

Second—By making its graduates useful members of the State, who ealize their obligations to the State, i. e., to the people who provided for their education; therefore be it

Resolved, By the California State Federation of Labor, in Thirteenth Annual Convention assembled, at San Diego, October 7-11, that we most heartily favor a popular system of university extension as provided by the State of Wisconsin; further

Resolved, That we hereby direct the Executive Council to use every effort at the next session of our Legislature to bring about such changes as will bring the work of our State-owned University nearer to the needs of the working people of California.

PAUL SCHARRENBERG, Sailors' Union of the Pacific.

The committee recommended that the Resolution be indorsed.

The report of the committee was concurred in."

II.

UNIVERSITIES AND THE PEOPLE.

During the last generation, and especially during the last decade, there has been a decided change in the conception of the public, and of many university people as well, with respect to the scope of the legitimate activities of universities, and a corresponding change in the attitude of the universities towards the people.

Men used to think, and some may think now, that a university is an institution established primarily for the pursuit of truth—"the passionless pursuit of passionless knowledge," as someone has expressed it. Research was long regarded as the main business of a university, including, of course, the training of a body of specialists to carry it on. Incidentally preparation for the various learned professions might be provided and a modicum of knowledge distributed among a favored few who had the time and the means to attend university lectures and classes, but the primary and avowed purpose of the university was the pursuit of truth. "The truth is so beautiful, so divine," it was said, that it is worthy of pursuit for its own sake; that is to say, without reference to its applications. Naturally, then, it was a matter of indifference as to the direction of a university's interests and the character and extent of its activities so long as they manifested devotion to the truth.

To be sure, those who entertained this conception of the university's functions, when confronted by the criticism that certain university studies and certain scientific investigations were of doubtful utility, could make reply that all truth is valuable, and that there is no telling what practical and wide reaching applications may some day be made of any truth that may be discovered. And that, of course, is true.

But this one-sided conception of the value of truth in general, and the consequent idea that the duties of universities are fulfilled by the general pursuit of it, occasioned some unfortunate results. It was responsible in part for a tendency to divorce the higher education from practical life, and for a certain amount of scorn for the utilitarian viewpoint with respect to the higher learning. To such an extreme was the idea of "truth for truth's sake" carried that even a man of the wide intelligence of James Russell Lowell could say, "nothing useful should be taught in a university."

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This idea, however, if indeed it was ever seriously entertained, is not in harmony with the spirit of our time. Democratic ideas, and the awakening of the people to the needs of the common life, make it absurd if not impossible. The public has sufficient intelligence to perceive that truth is an abstraction; that professions of devotion to the truth with indifference to its application, that is, love for an abstraction, is more or less of a pretense; that service of the people and not the worship of truth is the chief end of man; that all truth is not equally valuable, and that the mere indiscriminate pursuit of truth without regard to its possible utility is no sufficient justification for the existence of either an institution or an individual. To the universities, therefore, as to other institutions, the criterion of social utility is more and more applied.

That social utility is the test of institutions is particularly true with respect to state universities, educational institutions supported by public taxation. When people pay their money for the support of an institution, they naturally expect, and they have a right to expect, a return—a dollar's worth for a dollar paid. They may be expected to regard contempt for or indifference to practical utility in the studies, investigations and activities of a university maintained at public expense, as more or less of an insult. It is equivalent to the assumption that universities are established and maintained in order that a privileged few may enjoy in comparative ease and comfort the dignified and leisurely pursuit of knowledge without responsibility to the public as to the kind of knowledge pursued. The bare assertion that no matter what may be the character of university research the results must sometime and somewhere turn out to be valuable does not, alone, suffice. The people know that this is not altogether true, and that if it were true it would be none the less obvious that instruction, a research, or an investigation might be more useful, and more immediately so, if consistently planned to that end. Some persons, indeed, may fail to recognize the value of indispensable university studies and investigations, and demand the elimination of all that is not conspicuously useful, but this danger is not to be obviated by maintaining that considerations of social utility have no place in a university. It can be met only by the frank recognition of the fact that a university is a social institution, and by the organization and direction of university activities in conformity to that idea. Universities that manifest indifference to social

needs should not be surprised if their work in general, and the consequent need of supporting them, should fall under suspicion.

The growth of the social consciousness, then, and the widening acceptance of the democratic ideal have occasioned a new conception of the possibilities and duties of a university, or at least a shifting of emphasis with respect to them. This newer conception arises from the belief that a university is an institution organized for the realization of social purposes, that its first duty is to the people, and that its aim should therefore be to make itself generally and practically useful to the state in many ways and in the highest possible degree. No neglect of university research is implied, but only its organization and direction so far as possible to practical ends. Such a conception must necessarily result in an organized effort to supply the educational needs of the state that are not already supplied by other agencies, and that can be met by the University better than by other institutions. Any systematic effort of this kind must result in a form of University Extension.

III.

UNIVERSITY EXTENSION.

The idea of formal university extension instruction is usually credited to Mr. James Stuart of Cambridge University, England, who in 1867 was invited to address an association of ladies, chiefly teachers, on the art of education. With the idea that it might be better, as he expressed it, to practice the art of education before them than to theorize about it, he proposed a course of eight lectures on astronomy, and this course was given in Leeds, Sheffield, Manchester and Liverpool. It was repeated in other cities, and gradually the features that have come to be associated with the lecture-study method of university extension instruction, namely, the preparation of papers on assigned topics, personal criticism, and the class following the lecture were introduced. In 1871 the new movement was adopted by the University of Cambridge, and became an integral part of its system. Soon thereafter it was extended to London, the various educational institutions of that city being requested to cooperate in an endeavor to apply it. In 1878 a London society for the extension of university teaching was formed. In 1892 Oxford organized a "University Extension College," and so gradually the movement spread throughout England, and passed over into Scotland, Wales, Ireland and America.

University extension in America was initiated by an address of Professor H. B. Adams, of Johns Hopkins University, delivered at a meeting of the American Library Association in session at the Thousand Islands in 1887. In this course the English scheme of university extension was explained and recommended. The Librarian of the public library of Buffalo, New York, arranged at once for a course of university extension lectures. The course was given by Professor E. W. Bemis, the subject being "Economic Questions of the Day." In the following year the university extension method of instruction was made part of the Chatauqua movement. Dr. W. R. Harper was a member of the committee that drew up the plan, and his interest in university extension led him to make it a coordinate department in the organization of the University of Chicago in 1891.

From the beginning the university extension movement awakened great interest in America. Many organizations were formed for promoting it, as for instance in the cities of New York, Philadelphia, Indianapolis, Chicago and Kansas City. The state of New York made it an integral part of its educational system. Various state universities, and especially the agricultural schools, welcomed the movement and began to provide university extension courses. Some of these institutions appointed organizing secretaries or directors of university extension, usually a member of the faculty, to stimulate the formation of local centers. The spread of the movement was rapid. Wide public interest was manifested in university extension conferences, in articles in various periodicals, and in the establishment of a few journals devoted to the movement.

In spite of the early enthusiasm, however, the results of university extension were more or less disappointing to its friends. After a time there was a gradual decline of interest, and the consequent death of many university extension centers. This was due, in part at least, to the fact that the object of university extension at the beginning was too exclusively cultural. It ministered chiefly to persons of leisure. It professed to stimulate the intellectual life and guide the reading of busy men and women. Its purpose was usually expressed in the phrase "bringing the university to the people." This was interpreted practically as the provision for the people generally of the identical instruction given in the university itself. There was little effort to adapt the instruction to the real and pressing needs of the people. This was bad pedagogy.

It neglected the more prevalent popular interests and the necessity of meeting the people on their own level of need.

So conceived and so organized, that is, as a mere attempt to extend beyond the class rooms of the university the identical grade and character of instruction provided for resident students, university extension could render only a small service to the state. Its value, though real, was inconspicuous. Moreover, it lost to some extent the respect and sympathy of those who were disposed to judge it by its success in maintaining the recognized university standards rather than by its actual service to the people. For, in the effort to succeed beyond the provision of instruction for a select few, it began to adapt its methods and the subject matter presented, that is, in a certain respect, to lower its avowed standard, and thus made of itself something different from if not less than what it pretended to be. It was not at once perceived and admitted that the strict maintenance of classroom ideals and requirements under the usual university extension conditions is impossible; that to do so is to fail, and to pretend to do so is worse than failure.

If, however, the true purpose of university extension is to enlarge the usefulness of the university by such service to the people as it may render more efficiently and economically than any other constituted agency, then the adaptation of the work to the actual needs of the people is necessary, indeed, a primary consideration. By adaptation is meant, of course, not the so-called "cheapening of instruction," but the bringing of the subject matter of instruction within the range of the popular interest and popular needs. This is, on a special plane, the exact principle that every successful teacher must observe. There should be, and there need be, in university extension no lowering of standards with respect to quality of instruction, or with respect to the amount and character of work required of such persons as may wish to avail themselves of university extension instruction with the object of securing a university degree.

There was one striking exception, however, to the almost general decline of interest in university extension as at first conducted. That was the success of the agricultural colleges. Here university extension succeeded from the first, and for an obvious reason—it was more practical than theoretical. Nowhere has the success been greater than in the agricultural departments of some of the great state universities, as for in-

stance, Cornell and Wisconsin. In the University of California there have been the most gratifying results. During the past year the attendance at the Farmer's Institutes, and other meetings organized by the College of Agriculture, was 52,303. Including those who have received actual instruction from the demonstration trains run by the College, the total number of persons in the State actually reached last year through the extension of agricultural instruction was 154,927.

In general, however, as already explained, university extension declined and languished until it was established on a new basis, a basis plainly indicated by the success of university extension in the agricultural schools. This new basis is the idea that university extension is but a means to enable the university to realize itself, that is, to make itself generally and practically useful to all the citizens of the state. University Extension may no longer be regarded as a sort of university philanthropy, and the university itself as a sort of Lady Bountiful providing instruction more or less indiscriminately and ostentatiously for the intellectually hungry. This results from a recognition of the fact that a state university is established, not merely for the convenience of groups of scholars and persons of scholarly tastes, but for the great and general purpose of promoting the common good, and the further fact that this good is advanced not merely by the accumulation of knowledge, but also by its distribution. The idea that scientific research alone contributes to the production of knowledge is as erroneous as the idea that the extractive industries alone constitute economic production. In the field of knowledge, as in industry, the distributer is a producer. If this idea had dominated in the establishment of state universities, university extension would be in a sense a misnomer; for the state would be the campus of the university, the work of the university co-extensive with the educational needs of the state that a university may best supply, and there would be no room for extension. In this newer sense university extension is but the recognition of the true relationship of the university to the state, and the assumption on the part of the university of the duties implicit in its creation.

The first university to apply the new idea of university extension in a comprehensive manner was the University of Wisconsin. In 1908 it drafted and put into operation a scheme of university extension the full development of which will

involve the expenditure of $250,000 annually. The plan included not only lectures in series but in combinations of lectures, concerts, readings, etc.; correspondence instruction in almost all subjects, cultural and vocational; the assistance of debating clubs and persons engaged in the preparation of addresses; the establishment of social centers, and still other forms of public service. The results have more than justified expectations. During the first year university extension lectures have been delivered in one hundred and forty-seven communities, with a total attendance of forty-two thousand; three thousand five hundred and eighty-two students are enrolled in the correspondence department; more than three hundred localities in the state received assistance in the preparation of papers and addresses; seventy-eight sets of lantern slides were loaned; and more than twenty-five hundred requests for specific information and advice regarding social center development were received and answered. The expenditure for salaries was, in round numbers, $72,700; for clerks and stenographers, $15,300; for postage $3,633; for the traveling expenses of lecturers, $7,450; and for other purposes, $13,700, making a total expenditure of about $113,000. The appropriation of the State for university extension for the past year was $125,000.

IV.

THE CALIFORNIA PLAN.

In the University of California, university extension, except in the case of the College of Agriculture, has thus far been limited chiefly to the provision of a few courses of university extension lectures. This is plainly not sufficient. The people demand more; the university can do more. University extension by means of scholarly lectures on history, literature and the fine arts, is good; it is a means of culture and there should be more of it, not less. But at best it can reach only a few, chiefly persons of leisure, usually with college or university training. The masses of the people, however, are engaged in the industrial occupations. They have little leisure for strictly cultural studies. Their practical need is help to a higher degree of industrial efficiency, and a fuller pay-envelope. To them, therefore, should be offered class instruction and instruction by correspondence in the various vocational subjects—in agriculture, in civil, mechanical and electrical engineering, in public accounting, and the like. The large demand for cor-

respondence instruction is shown by the existence in this country of more than two hundred private correspondence schools, one of which has registered more than a million students, eighteen percent being college graduates.

There is obvious need also to make as accessible as possible, to all the people of the state, the facilities of the university, especially the library facilities; for instance, of providing debating clubs in the state with selected topics, references to the best literature on these topics, books, magazine articles, excerpts, clippings, etc.

Still another opportunity for the university to serve the state is by establishing a department of information, including a bureau of municipal research. Communities, municipalities, and other social bodies have the right to expect, from the university, expert service in the solution of strictly social and municipal questions; in the planning, say, of municipal parks, buildings and playgrounds, and in the establishment of social centers. The utility of such a department is far from speculative.

With a recognition of these needs and these opportunities the University of California purposes to organize university extension so as to include five departments in the University Extension Division; namely, the Department of Class Instruction, the Department of Correspondence Instruction, the Department of Public Lectures, the Department of Debate and Public Discussion, and the Department of Information and Social Welfare. The scope and functions of these various departments may here be only briefly described.

1. THE DEPARTMENT OF CLASS INSTRUCTION.

Through the Department of Class Instruction classes will be organized for university instruction wherever in the State a sufficient number of persons can be united for the study of a single subject. In the larger cities and towns there will be classes for teachers, for parents and for persons engaged in the various industrial occupations. In the thickly populated districts around the Bay of San Francisco, and in Los Angeles and its environs, classes for regular courses of study conducted under the direction of the University and continuing throughout the year will be organized. The subjects pursued in these classes will, of course, depend upon the interests of those wishing to form them, but it is expected that there will be classes in history, literature, the languages, economics, education, the physical

and biological sciences, the domestic arts, agriculture, engineering, mechanical drawing, shopwork, power transmission, treatment of materials, business administration and management, bookkeeping and accounting, etc., etc. Class instruction is perhaps the best form of instruction. It will be followed, therefore, in all the university extension work of the university in which it is a feasible method. In the case of persons who are prepared for regular university work, and who join classes in subjects that do not require the library and laboratory facilities to be found only at the university, the work of university extension classes should be exactly equivalent to instruction in the university itself. Through this department, then, particularly, the university will extend its instruction to the people.

2. THE DEPARTMENT OF CORRESPONDENCE INSTRUCTION

Instruction by correspondence is designed especially for isolated students. Among these will be such as are preparing for college or professional schools, regularly matriculated students in the university who are obliged for one reason or another to absent themselves for a time, business and professional men who wish to pursue a systematic course of study, and many other persons who, being sufficiently interested in their own intellectual improvement, will take up the work merely as a means of culture. Many of the students of the Summer School of the university will avail themselves of the opportunity to continue their work by correspondence, and thus this department will supplement the work of the Summer School.

But it is expected that the greatest service this department will render will be that of affording to those who are engaged in the industrial occupations an opportunity to increase their efficiency without giving up their positions and expending the time and the money necessary to attend the university. The value of the correspondence method of instruction has been clearly demonstrated by the University of Chicago, the University of Wisconsin, and the other universities in which it has been employed. Experience has clearly shown, what indeed might naturally be expected, that such persons as undertake seriously to pursue the study of a subject through correspondence have more than usual earnestness, initiative and strength of purpose. The method, therefore, is selective to a considerable degree.

In addition to courses in the various subjects mentioned in connection with class instruction, and offered by the academic colleges, the College of Agriculture will provide correspondence courses for farmers, and those expecting to live on the farm, who may desire specific and detailed information regarding the production of certain crops or animals. These courses will give specific information rather than present generalizations with respect to agriculture. Instead of a course in animal husbandry, for instance, there will be courses in swine, dairy and poultry husbandry, etc., each course being complete in itself and containing the information necessary to specialization in these departments of industry. Instead of offering a general course in crop production or horticulture, there will be special courses on such subjects as potato and alfalfa growing, apple and lemon culture, etc. Courses in economic entomology and plant pathology will not be offered as such, but only courses dealing with the insect pests and plant diseases that affect the crops studied. It is expected that the instruction thus offered by correspondence will be of immediate and practical utility to those who receive it, and will thus directly contribute to the development of all the agricultural industries in the various sections of the state.

3. THE DEPARTMENT OF PUBLIC LECTURES.

This department will include two chief lines of activity. First, it will provide courses consisting of a series of six to twelve lectures relating to one topic and delivered by one man. Each series will be carefully outlined before its delivery. A prepared outline, with references to the best literature on the subject, and other helps to study, will be printed as a syllabus and put into the hands of those who attend the lectures. A small library of books on the general topic will be selected by the lecturer and sent from the university to the center in which the lectures are delivered, without cost to the center except that of transportation, and left there during the period of the course for the use of its members. In short there will be provided in these special courses every possible facility for the encouragement and pursuit of systematic study. The primary purpose of these courses will be educational. The method will be that of the lecture-study, and this special department will be called the Lecture-Study Department. Second, in addition to lecture study courses, this department will provide single lectures,

musical recitals, readings, concerts and where desired a miscellaneous combination of these. There may be throughout the state, taking the people generally, a greater demand for entertainment than for instruction. But instruction is possible through entertainment. It is a legitimate function of a state university to attempt through university extension to utilize the popular desire for recreation and entertainment in an attempt to elevate the standards of public intelligence and public taste. By beginning with the existing demand of such communities as may not now be interested in the more systematic forms of instruction, and by presenting only excellent examples of music, art and literary entertainment, the public appreciation and demand may gradually be raised to the point at which lecture-study courses in literature, history or science will be supported.

4. THE DEPARTMENT OF DEBATE AND PUBLIC DISCUSSION.

Through the Department of Debate and Public Discussion the university will assist in organizing and directing the interest in debating and public discussion manifested particularly in the high schools and in rural and city debating clubs. In almost every community there is more or less interest in debating, but the questions proposed are often insignificant, sometimes puerile, and the means of preparation for discussion are inadequate or completely wanting. Some assistance in the way of organization, the selection of subjects, references, literature, etc., is in some communities absolutely essential to lift the work to a higher plane. This department will encourage the formation of clubs, propose live topics for discussion, cite references and collect books, magazine articles, and other material concerning the subject of debate or discussion, and forward the same to those who may request them, without charge beyond the cost of transportation. The closeness of touch with the citizens of the state, and especially with the young people of the schools, which such service will necessitate, will be a distinct advantage to the university itself, as well as to the people, and the organization of such a department would be worth while even if undertaken only to promote the growth of the university. It should be said in this connection that the work here outlined has been undertaken with success by Wisconsin University and also by the University of Kansas. The

Department of University Extension of Kansas University sent out last year to debating clubs in the state more than 1,400 collections of material for the use of debating clubs, which collections are known as "package libraries." The University of Wisconsin sends out in the course of a year about 2,500 of such libraries.

5. THE DEPARTMENT OF INFORMATION AND SOCIAL WELFARE.

In the universities in which a Department of Information and Social Welfare has already been instituted, it serves as a clearing house through which inquiries of the most diverse character receive consideration. Scores of questions concerning the most diverse subjects with respect to popular well-being are sent in. These are referred to the most competent authority, an answer is secured and forwarded, and thus an attitude of willingness to serve is shown, and a disposition on the part of the people to look to the university for aid is encouraged. In addition to answering questions directly, this department will issue bulletins on matters pertaining to public welfare, collect and exhibit maps, charts, models, pictures, etc., of social interest, and lend them to communities desiring their use, without cost except for transportation. It will prepare collections of lantern slides for the same purpose. There is a great educational opportunity in the use of moving pictures. The university will endeavor to do something to encourage communities to utilize the moving picture as an effective means of instruction.

These are only some of the things that are to be done through the Department of Information and Social Welfare. It may be desirable for it to organize a municipal reference bureau for the service of the cities of the state, and for the benefit of all persons who may be sufficiently interested in municipal government and municipal life to call upon it for information or assistance. Such a bureau should collect and keep on file for the use of those who might wish to consult them, city charters, reports of recent city legislation, books, magazine articles, newspaper clippings and other sources of information in regard to municipal government and municipal progress, and answer such inquiries as may be made concerning municipal organization and administration, public utilities, and other matters of municipal interest. The movement to establish such bureaus in

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the various cities of the state is perhaps not likely to be generally successful, and if it were, some of such bureaus would doubtless be inefficient. It will be far more economical to the state if an adequately equipped bureau is maintained at the university as an instrument of university extension.

This department may also include a bureau of civic and social center development to stimulate the modern tendency toward a wider and more effective use not only of school buildings but of all buildings belonging to the public. It should, of course, be prepared to furnish any information required concerning this movement, and should upon request co-operate directly with any community desirous of establishing a civic and social center. From this, as from other departments, bulletins containing information of social interest will from time to time be issued. One that may serve as a sample has already been issued on the subject "State Boards of Education."

Such in brief is the plan of organization that the university has adopted with respect to university extension. It will be administered by the President of the University, the Director of University Extension, and the secretaries of the different departments of University Extension, under the supervision of the Committee on University Extension of the Academic Senate; with reports to be made thereon to the Academic Council of the University at regular intervals. In order to organize and administer the work more effectively the state will be divided at the beginning into three districts, a northern, a central and a southern. Secretaries of the different departments of University Extension will act as organizers in these districts. The secretary of the southern district will have an office in Los Angeles, and direct the work of the district from that city. The university extension faculty will consist of the President of the University, the heads of university departments in which university extension courses are announced and the instructors offering work in the University Extension Division. Members of the extension staff will be normally members of the university departments in which their work is given, and their service in university extension will be regarded as regular university work.

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V.

APPLICATION TO BERKELEY.

The advantages of the plan of university extension herein proposed, particularly if the University and the other educational agencies of the city co-operate in carrying it into effect, should be soonest appreciated by the citizens of Berkeley. The value of university extension instruction, it is hoped and expected, will be realized by many of the people of the city through active participation in its privileges and benefits. The people of Berkeley are nearest the University, and university extension is like charity in this respect at least—it may well begin at home. And in beginning there need be no delay. We need not await the action of the Legislature. Already, in co-operation with the Board of Education the committee is making an endeavor to provide evening lectures and to form evening classes in various subjects in the schools. Through this co-operation a plan is well under way to make of each school building in the city a social center with all the educational and social activities that a social center implies. When the complete plan of university extension is in operation, we shall see the university itself running double shift—that is, with both day and evening classes. With the co-operation of the school board already assured, and with the active interest and support of the teachers of the city, women's clubs and other organizations, which will certainly be given, the possibilities of promoting the intellectual interests and industrial efficiency of the City of Berkeley through university extension are sufficiently obvious. A wide-awake state university endeavors to associate itself closely with the educational, social and industrial life of the people throughout the state. Its association should be more intimate, because more immediate, with the life of the community in the midst of which it is located. This relationship between the University and the citizens of Berkeley, with the mutual helpfulness that must necessarily result from it, will be appreciably promoted, it is hoped, through the movement now to be inaugurated by the University in an effort to enlarge the scope of its work in university extension.

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